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ABSTRACT

In a series of activities, intermediate grade students display data from a questionnaire completed by a selected class of Korean elementary school students. The students complete the same questionnaire. They tally results from both questionnaires and display data in an appropriate form: a graph or a Venn diagram. They compare the responses from the Korean questionnaire with their own questionnaire responses to discover similarities and differences between the two cultures. This lesson is designed for students in grades 3-5, but can also be used with middle school students. The lesson cites National Council for the Social Studies Standards in culture and in individual development and identity; lists educational objectives; lists a time allotment; notes resources needed; details step-by-step procedures to complete the activities; and suggests assessment, extension, and enrichment activities. Appended are the student questionnaire; data display of answers from the Korean student questionnaire; and notes for teachers to accompany questionnaire results. (B?)

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KIDS IN KOREA: Comparing Students from Different Cultures

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THANK YOU: My thanks to Mrs. Kathy Le of Reisterstown for translating student responses to this survey.

NCSS STANDARDS - THEMATIC STRANDS

1. Culture

   a. Explore and describe similarities and differences in the way groups, societies, and cultures address similar human needs and concerns.

IV. Individual Development and Identity

   f. Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.

INTRODUCTION - PURPOSE/RATIONALE

In this series of activities, students will display data from a questionnaire completed by a selected class of Korean elementary school students. The class will then complete the same questionnaire themselves. The students will tally results from both questionnaire and display data in an appropriate form: a graph or possibly a Venn diagram. The students will compare the results of the Korean questionnaire with their own questionnaire responses and discover similarities and differences between their culture and the Korean culture. The Korean students polled live in Chungju, a Korean city comparable in size to Baltimore.

RECOMMENDED GRADE LEVEL/ COURSE PLACEMENT

This lesson is designed for students in intermediate (3-5) grades. It can also be used with middle school students since the data are appropriate. It can also be used with primary students with some teacher

modifications.

OBJECTIVES

Knowledge - Students will learn information about the daily lives of Korean children their own age.

Students will draw conclusions about the similarities and differences between their own lives and the lives of students from another country and culture.

Attitude - Students will gain an understanding and appreciation for another culture.

Skills - Students will use graphing skills to analyze and appropriately display results of both questionnaires.

They will be able to complete a questionnaire about themselves.

TIME ALLOTMENT

This social studies lesson can be correlated with graphing skills taught in mathematics class. Using both social studies and math periods, a teacher and class can complete these activities over a span of three days or six class periods.

RESOURCES NEEDED

graph paper for different kinds of graphs, writing paper, drawing paper, Appendix 1: Student questionnaire to be completed by the class, Appendix 2: Data from Korean student questionnaire, Appendix 3: Notes for the teacher

PROCEDURES

A. Students will complete a questionnaire about themselves. Teacher will discuss the nature of answering questions about their likes and dislikes. Students should be cautioned about doing their own work and not discussing responses. After completion the teacher will collect questionnaires.

B. Teacher will divide class into small groups of students. These groups will be assigned several questions from the questionnaire. Students will tally the results of their section of the questionnaire. The tallied results from the questionnaire will be displayed for the entire class.

C. Each small group will determine which graph (pictograph, pie chart, bar graph, line graph) of its data will be most suitable and make a graph for each of the questions in their section of the questionnaire's data. Students will make a graph for each set of student responses. There will be two graphs (one for Korea, one for the U.S.) for each question. NOTE: Teachers should determine before beginning that students know how to graph data. This can serve as an integrated math/social studies lesson.

D. Small groups of students will tally the data in Appendix 2 from the corresponding questions they completed from their own class's questionnaire responses. They will then use the same kind of graphs (used in their own survey) to graph the Korean students data.

E. In their small groups, students will orally compare and contrast the results of specific questions from the questionnaire. Students will look for similarities and differences in the responses. Students will use vocabulary such as: "greater than," "less than," and "equal to." Students will look for ways to combine sections of graph data.

F. Each student will write a paragraph expressing the inferences found in "E."

ASSESSMENT

1. Teacher will assess the conclusions drawn by the groups concerning the similarities and differences each group has compiled from its section of the questionnaire.

2. Teacher will assign a written question about the similar and differences of specific questionnaire questions to the class.

3. Teacher will assign a written question about the results regarding the similarities and differences each student can find from examining the responses from both Korea and the U.S. questionnaire.

4. Individual students can complete a Venn diagram using graphing data as a source material.

EXTENSION AND ENRICHMENT

1. Students can make their graphs on large poster board to display their own class results with Korean student results. These can be hung in the school foyer.

2. Another class can complete the survey. Students from each class can compare their own class responses with those of another or compare the new class with the Korean class. Are there marked differences between American classes or between the second American class and the Korean class?

3. Students can use this data about themselves to write an autobiography or make an "All About Me Book."

APPENDIX 1

STUDENT QUESTIONNAIRE

1. I live in

2. I was born in

3. On my vacation, I went to

4. My favorite sport to play is

5. My favorite sport to watch is

6. When I grow up my job will be

7. My favorite food is

8. My favorite color is

9. My birth month is

10. My favorite subject in school is

11. My least favorite subject in school is

12. My pet at home is

13. My hobbies are

14. My favorite TV show is

15. My favorite holiday is

16. My favorite season of the year is

17. People in my family (including me) are

APPENDIX 2

DATA DISPLAY OF ANSWERS FROM KOREAN STUDENT QUESTIONNAIRE

1. I live in" Chungju 30

2. "1 was born in" Chung Ju 21, Yim Pi 1, Mi Pyong 1, Gin Cheon 1, Shin Puong 1, Pusan 1, Seoul 2, Bu Cheon 1, Bo Uen 1, Um Sung 1

3. "On vacation I went to..." Grandmother's 9, home 8, tree farm 1, CheJuDo Island 1, beach 4, cousin's 3, Seoul 2, mountains 1, museum 1

4. "My favorite sport to play is..." kid's games 10. magic 1, skating 1, badminton 1, fencing 1, Tae Kwan Do 1, baseball 1, running 3, soccer 3, swimming 4, tennis 2, jump rope 2

5. "My favorite sport to watch is..."soccer 15, swimming 2, none 3, Tare Kwan Do 1, baseball 3, running 1, wrestling 2, golf 2, exercising 1

6. "When I grow up my job will be..." baseball player 1, doctor 1, comedian 1, soccer player 1, judge 1, public official 21, professor 1, pastor 1, nurse 1, pianist 1, teacher 6, artist 3, chef 2, singer 2, nun 1, Tae Kwan Do champion 1, president 1, announcer 1, scientist 1

7. "My favorite food is..." hamburger 1, spiced seafood soup 1, pizza 6, Korean beef 1, fried rice 1, chicken 1, pork chops 8, black sauce noodles 2, spareribs 1, bacon 1, fish 1, kim chi 1, ra myun 2, miso soup 1

8. "My favorite color is..." gold 1, green 4, blue 4, sky blue 3, pink 5, red 3, yellow 4, silver 1, purple 1, white 3, orange 1

9. "My birth month is..." January 5, February 3, March 1, April 0, May 3, June 3, July 4, August 1, September 3, October 2, November 0, December 5

10. "My favorite subject in school is..." art 3, music 5, English 2, gym 9, social studies 5, mathematics 1, Korean language 1, science 1

11. "My least favorite subject in school is..." mathematics 25, science 4, Korean language 1

12. "My pet at home is..."none 8, fish 1, puppy 16, cat 1, chicks 3, parrot 1

13. "My hobbies are..." karaoke 1, games 2, computer 12, swimming 21, piano 3, baseball 1, dancing 3, cooking 1, reading 3, playing with puppy 1, drawing 1

14. "My favorite TV show is..." cartoons 10, none 4, yo jung cum mi 1, sitcoms 3, English show 1, Dragon Ball 4, comedy 3, drama 1

15. "My favorite holidays are..." Christmas 8, New Year's 12, Kid's Day 5, Harvest Moon Festival 4, Korean Alphabet Day 1

16. "My favorite season of the year is..."spring 4, summer 7, fall 8, winter 11

17. "People in my family (including me) are..." three people 1, four people 14, five people 8, six people 5, seven people 2

APPENDIX 3

NOTES FOR TEACHERS TO ACCOMPANY QUESTIONNAIRE RESULTS

The ideas below are presented to facilitate discussion of the corresponding responses to the questionnaire.

1. Many students at one school have different city/town mailing addresses. This city is located on the map. It has a population of about one million.

2. Locate the birthplaces of these students. Map the out-of-state and instate sites of your students. Were any of your students born outside the US? Notice the distance from city of birth to Chungju.

3. Ask your students for specific places or place names like Denver, not generalities such as camp or pool. Koreans are very family oriented. Notice how many students visit relatives during summer vacation.

4. Find maps of playgrounds, baseball diamonds, etc. to display to students. Brainstorm for equipment needed for each sport.

5. A number of students mentioned soccer. The World Cup will be in Seoul in 2002. Locate American baseball teams or soccer teams on your US map.

6. Which jobs need a college education? Which jobs provide goods and services? Some job categories, such as sports or entertainment, can be combined for graphing purposes.

7. Which are typically thought of as "American" foods? Sort foods according toyour food pyramid. Try cooking some of these foods with your class-yum! Korean food markets are in many communities.

8. Try to discover why each color choice was significant for your students. Which colors do children of both cultures like?

9. What are other ways of demarking time? Sometimes we refer to the Presidency of... or in the reign of...

10. What is the most liked subject area?

11. What reasons do your children think of for not liking mathematics?

12. What kinds of things do animals represent in our culture? Most Koreans live in high rise apartments. Pets are

sometimes difficult to keep. What may happen to puppies when they grow up?

13. Sort these according to activity level. You may choose to discard sports (which are not hobbies) or combine some activities.

14. Most adults as well as children really like cartoons. Categorize the kinds of programming your students like. Dragon Ball is a cartoon. Yo Jung Cum Mi is only programmed in Korea. It is not available in the US.

15. Children attend school 220 days a year. They go to school on Saturdays, too. Twenty five percent of Koreans are Christian. New Year's Day is a traditional gift giving, food eating, family visiting holiday! Children's Day (Kid's Day) is May 5. Children receive gifts. Korean Thanksgiving Day (Harvest Moon Festival) is celebrated on September 21. This is the country's biggest holiday.

16. Summers are extremely hot and humid. The rainy (monsoon) season is in July. Describe the weather where you live seasonally. Look up the daily weather report for Seoul.

17. Most nuclear families live in apartments. Relatives live near by. A traditional pattern would include grandparents living with the family but this has changed in the last 30 years.

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